

Using Generative Artificial Intelligence responsibly.

Guidance for lecturers (Version 2.0, September 2023)



By way of introduction: Generative Artificial Intelligence (GenAI) is the collective term for all forms of artificial intelligence which can be used to generate text, images or other content based on data the AI tool has been trained with. Examples include ChatGPT, ELICIT, DALL-E, Midjourney and BOOMY. Currently the use of GenAI tools isn't forbidden.

At Zuyd we believe that it is essential to prepare students well for their future professions (in the workforce). This will likely be a world in which artificial intelligence will play an important part. It is our job to prepare students for that future, in which artificial intelligence will be a natural part of their work. We can do so by thinking carefully about the competences students will need in the future and adapting our teaching, learning and (the content and means of) assessing accordingly. Furthermore, we can teach students how to work responsibly with AI

However, in this context we apply 3 basic principles:

1. The guidelines that apply around copyright, GDPR, and security also apply to the use of AI;
2. Students are personally responsible for the content of anything they upload, email or send to you as their lecturer, their fellow students, and/or external parties;
3. The academy must be able to explicitly evaluate/assess whether the student has acquired the required degree-specific skills during the course of the degree programme.



Disclaimer: The information in this guidance has been compiled with great care based on previous information on Zuydnet (version 1.0), the Library's information skills course and information from Avans University of Applied Sciences, Saxion University of Applied Sciences and KU Leuven. However, we are aware that things move quickly in this field and we will therefore update the information where necessary. For transparency reasons we work with version numbers.

What is not allowed?

Any form of verbatim quotation of the output, which is presented as the student's original work, without full and transparent references and/or back log.

Note: direct referencing of GenAI (output) is only possible in exceptional circumstances. For example, if GenAI is used to generate a summary or make grammatical edits (the majority of) which are incorporated by the student in their assignments. Generally speaking, you cannot refer to GenAI as a (factual) source of information because the output is generated on the basis of data/sources with which the AI tool has been trained. If the student uses AI to search for factual information, GenAI can help them get started, however they have to find and cite reliable sources themselves.

What is allowed?

- Any form of GenAI use where the output is used by the student during their learning process. E.g. to gain inspiration, summarise, organise, explain, generate practice questions, or as a search-, language- or brainstorm assistant, etc.;
- Transparent use of AI if this is part of the skills that the student must acquire during the course of the study programme.

Note: the output of GenAI must be critically evaluated for factual accuracy because (currently) many GenAI tools are not perfect yet. So, make sure you always ask students to check their facts!

How can I tell whether it is the student's own work?

Using tools to generate work, essays, e.a. is nothing new. There are dictionaries, online translation programmes and friends or family who write or check texts for students. Furthermore, against a fee agencies can write a thesis for students. So, students have always been able to get others to produce texts for them, for a fee or otherwise. Much work is being done on plagiarism detection software, watermarks, etc., but no system will be 100% perfect.

So, here are a few easy-to-use tips to help you check whether students hand in their original work:

- Check the reference list;
- Compare the student's product against a previously submitted product;
- Check the product for unusual, unfitting or repetitive language;
- Consider whether the content and topic would be part of the student's expected knowledge base;
- Monitor (and assess) far more carefully the process that a student goes through in order to produce a particular product.

Copyright, GDPR, and security

The data used to generate output might not be processed in accordance with European legislation and regulations (currently). For example, many GenAI tools are not transparent about the sources used and how they store information. Consequently, it is possible that copyrighted work and data is being used. Moreover, we don't know what happens to the input we provide.

So, as a rule: Don't work with sensitive commercial or personal information and be aware of the risk around your input being stored and used. In addition, follow the security legislation of Zuyd Hogeschool.

Learning to work responsibly with GenAI

In many cases, GenAI can be an effective tool during a student's studies and future career.

How can you as a lecturer incorporate generative AI into your teaching?

- Ask students to search for the original sources in AI-generated output.
- Ask different groups to search for/simplify concepts and discuss the output.
- Use AI in tutor groups as a brainstorming assistant.
- Encourage students to use AI to edit spelling and grammar in texts.
- Ask students to generate future scenarios using AI.
- Ask students to ask for feedback on written texts.
- Ask student to generate practice questions using AI.

Help students by experimenting together and teach them to be transparent about the use of GenAI.

In terms of transparency it is good practice to keep a record of how and why you used GenAI.

This can take various forms, e.g.:

- Saving the entire interaction with GenAI (i.e. the questions you ask, the interim answers), by creating screenshots;
- Describing the way in which GenAI was used. For example, for brainstorming, organising, explaining, summarising, as a search assistant, for illustration purposes, etc.;
- Noting the reasons for the use of GenAI. E.g., to save time, gain inspiration, generate ideas, better understand concepts, translate, edit, experiment, etc.

Want to know more about generative AI and how you can use it responsibly in your teaching?

- Get in touch with the teaching and learning adviser of your domain at blendedlearning@zuyd.nl. They can help you explore educational applications for AI.
- Email your questions to the Copyright Information Desk at auteursrechteninformatiepunt@zuyd.nl.
- Keep an eye on the AI information page on [Zuydnet](https://www.zuyd.nl) and/or sign up to the [informatiekanaal](#) for ChatGPT.
- Participate in the [AI Awareness course](#) through HR.